

STATE OF MICHIGAN STATE BOARD OF EDUCATION LANSING



February 27, 2004

MEMORANDUM

TO: State Board of Education

FROM: Dr. Herbert Moyer, Chair, Integrating Schools and Communities Task Force

SUBJECT: Update on Status of Recommendations of Integrating Schools and Communities

Task Force

On February 5, 2004, I reconvened the Integrating Communities and Schools Task Force for the purpose of reviewing progress toward the State Board of Education's adopted recommendations and strategizing on future opportunities. I am pleased to provide you with the attached report and the opportunity for task force members to share updates at the March 9, 2004, Board meeting.

The primary goals of the Task Force continue to be:

- Approach Governor to provide focus for Education Summit Integrating Communities and Schools connects with Great Parents/Great Start and Governor's Children's Action Network (CAN) Priority Schools.
- Get higher visibility by having someone out in communities as the point person to provide support; seek funding together with Michigan After School Initiative.
- Identify various models in a number of sites that are sensitive to community needs and could serve as resources to local administrators
- Engage local school administrators and leaders to embrace and disseminate the message; encourage participation and leadership with Multi-Purpose Collaborative Bodies (MPCBs).

The policies adopted by the Board at its August 8, 2002 meeting are also attached.

STATE BOARD OF EDUCATION

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Recommendation	NCLB/ Education Yes!	Impact	Possible Actions	Status	Staff/Budget Requirements
1. Continue to produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects and to disseminate the document to local and intermediate school district superintendents, multi-purpose collaborative bodies (MPCBs), and interested community groups.	NCLB funding is highlighted in the document, encouraging communities to participate in decisions regarding improvement of student achievement through community supports.	MPCBs have access to identified resources with contact information at the state level. State level contacts identify contacts at the local level for further discussion. Collaborative activities are supported at the local level, with identified state resources being utilized as allowed through statute and guidance.	Create the document through the Office of Audits and the distribution of the document through the Superintendent's Office. Review other possibilities such as using existing web sites to get message out on a regular basis. Explore possible foundation or other external funding for a staff position to keep this work current.	Document prepared annually; 2003 document held as NCLB takes effect and the new state administration provides vision for the goals of MPCBs. An updated 2004 document will be prepared and distributed; copies will be shared with the task force	Director of Office of Audits designates time for updating the document. Distribution by mail to all of the MPCBs, fax-out notification to Superintendents and PSA Directors notifying of the posting of the document to the PIT and MDE websites.
2. The SBE encourages local collaboration by enacting, through its grants and contract requirements, proof of active collaboration in related school actions.	Title IV, Part B of NCLB provides for the 21 st Century Community Learning Centers, with priority given to collaborative projects in areas of high need. The Education Yes! measure may possibly be integrated into selection criteria as these reports become available.	Requirement of specific communication and planning at the local district/community level would encourage buy-in and ownership of the process and activities being planned. Stakeholder involvement at the local level has the potential to yield dynamic and creative programming to benefit students and their families.	Office of Grants Coordination and School Support will review all grant application forms, request for proposals and contract bid documents to ensure incorporation of the proof of active collaboration. Raise internal MDE awareness of MPCBs through internal communication mechanisms such as News and Notes.	Early childhood and parenting programs competitive grants, as well as the formula grants, contain the requirement of collaboration. As grants managed by MDE migrate to the Michigan Electronic Grants System (MEGS), the ability to require proof of collaboration becomes unlikely.	Staff in the Office of Grants Coordination and Support would require time to develop guidelines and procedures for MDE, as well as time to review each of the contracts and grants for implementation of the policy. Need funds designated for revision of each of the grant applications currently available in MEGS.

Recommendation	NCLB/ Education Yes!	Impact	Possible Actions	Status	Staff/Budget Requirements
(continued) 2. The SBE encourages local collaboration by enacting, through its grants and contract requirements, proof of active collaboration in related school actions.	Title IV, Part A, Section 4126 of the NCLB provides for the Community Service Grant Contracts for suspended and expelled students with priority given to schools and communities with the	Local collaboration and communication required at the local district/community level, including Advisory Committee that has student representation. The goal is to reduce the number of suspended and expelled students by increasing their accountability through community service and providing training and technical assistance to local school districts in best practice prevention and intervention programs.	Highlight successful community/school collaboration projects and program success stories. Use successful existing models such as Communities in Schools.	Community Service Grant Contract applications contain collaboration requirement and identification of integration of community/school partnership throughout the project.	There are no direct administrative dollars to support this grant funding. Funds are needed that are designated to revise application and prepare for round two distribution.
3. The SBE encourages school districts to get actively involved in their local MPCB.	greatest need. Collaboration and knowledge of community resources allows instructional leaders to target NCLB finances such as Comprehensive School Reform to avoid duplication of effort and resources.	Regular, ongoing participation on interagency groups such as the local MPCB and leadership opportunities for the group or its subgroups create regular community forums for local superintendent or his/her designee to discuss the needs of district children, youth and families. Community involvement and buy-in with regard to strategies to improve student achievement through student and family support.	MDE should prepare and disseminate a statement to local superintendents regarding the benefits of involvement in MPCBs. Work closely with the MAISA Interagency Committee to get more buy-in and involvement from the local districts. Provide opportunities for district leadership that increases the awareness of MPCBs and their work. Encourage state human services directors to visit local MPCBs.	MDE staff on the Early Childhood Core Team (ECCT); Governor's Great Start Initiative (creating a blueprint for early education and care). ISD superintendents and MPCB chairs invited to 2/4/04 indicators summit. Human services directors meet with local MPCBs 3/31/04.	Staff time to assist in drafting the communication. Funds for dissemination, either by fax or postal service. Collaborative. Staff time to attend and work on initiatives.

Recommendation	NCLB/ Education Yes!	Impact	Possible Actions	Status	Staff/Budget Requirements
4. The SBE will seek legislation, where necessary, and create policy, where necessary, that allows school districts greater flexibility in the use of existing financial resources to meet identified community needs.	Community school program studies have documented results on student achievement, which could impact the needed AYP of schools, assisting them to meet the expectations laid out in NCLB.	Support of leadership in the area of school/ community integration, even if that leadership comes from and remains outside the district personnel pool will benefit student achievement.	Identify and share research, first with Field Service staff in Office of School Improvement, and then with district superintendents and state and federal program directors which documents the benefits to pupil achievement of efforts to integrate communities and schools, particularly the community school model. MDE office directors facilitate program staff to conduct an annual review of the policies related to dissemination and use of funds and guidance provided local districts, suggest revisions and report results to office director to consider.	The Michigan After	Time for MDE staff to participate in ongoing communication with task force members whose vision shaped this recommendation. Staff time to develop policies with regard to ways funds can be utilized and integrated into the recommendations of this document.

Recommendation	NCLB/ Education Yes!	Impact	Possible Actions	Status	Staff/Budget Requirements
5. The SBE will advocate for additional state funding for community school programs to supplement the 21 st Century Community Learning Centers (CCLC) program.	Supplementary state funds would broaden the availability of this out-of-school time program, thus positively impacting many more communities in which schools	An increase in the number of communities that are offering comprehensive out-of-school time programming for students of all ages, with high-quality implementation, have the opportunity to reduce crime and teen pregnancies, increase student achievement and opportunities to connect students to successful experiences in recreation, sports, and community involvement and volunteerism.	Discussion with Office Directors regarding the opportunities to formulate legislation for the integration of community schools into existing funds for at-risk students.	The current economic situation in the state has not encouraged the formulation of new initiatives.	Staff time to explore various ways to seek funds, draft possible legislative language and seek sponsorship. State funds for universal community school programming would be significant. For example, current expenditures for one school for year round out-of-school time programs utilizing 21st CCLC funds average approximately \$180,000.
6. The SBE will advocate for continued use of funds from other state agencies to support school and community integration, and encourage the provision of funding to support community driven initiatives.	Integrated community support has positive impacts on student achievement, thus impacting adequate yearly progress.	Institutionalizing regular expenditures for community schools out of agency budgets will create a broader base of advocates for the important prevention and preparation aspects of community school work.	Co-location of needed support services (counseling, mental health, income assistance) is identified across community agencies in order to create community resource centers either in schools or nearby. Specific communities in need provide intensive programming for students and their families (as in the FIA Afterschool funded sites).	Children's Action Network (CAN) identified 20 priority schools to place social service staff in 2003. 20 additional schools will be identified for 2004. FIA, DCH, MDE will contribute funding. Funding in FIA was maintained in 03-04 for the 8 communities involved in the Afterschool program.	State Superintendent and interagency liaisons have ongoing communication with other state agency directors and staff and can communicate the support from the State Board.

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Recommendation	NCLB/	Impact	Possible Actions	Status	Stant, 2244
7. Develop a guide for local districts that outlines how to promote community integration, how to identify assets and build an awareness of need, how to identify and be involved with various stakeholders, how to involve and be involved with business, how to build staff awareness and buy-in, how to identify and involve various community groups, and how to market in the community.	Education Yes! Schools are interested in a variety of strategies that will assist in raising student achievement and impacting adequate yearly progress.	A research-based guide with clear and explicit examples would provide community and school leaders with a framework for successful, ongoing ways that reciprocal relationships can mutually benefit community/school partners. Benefits are outlined in Coalition for Community Schools document entitled, Community Schools: Improving Student Learning, Strengthening Schools, Families, and Communities; A Handbook for State Policymakers. (2002)	Convene a subcommittee of the task force to research best practices, determine format, develop content based on research, draft, edit, and publish guide, preferably on CD-ROM, but also posted on the MDE website. This guide could be commissioned.	On hold given state funding budget crisis. Explore use of the group convened to report to the legislature for the Michigan After School Initiative Task Force (MASTIF). CAN Leaders' Guide draft complete and under review and revision. State Chamber is involved in this initiative.	Significant staff time and resources. \$45,000 identified from federal bunds that would have lapsed in FY03 to fund CAN Leaders' Guide. Distribution of Guide will be handled through private sources under State Chamber leadership.
8. The SBE will advocate for rules, regulations and legislation that enable provision of quality services taking place in school facilities before and after the school day.	For children under the age of 13 all schools that provide programming beyond the regular instructional day, including those under the NCLB program entitled 21st Century Community Learning Centers, must meet licensing regulations.	Streamlined and appropriate rules and regulations for children's programming in school facilities during out-of-school time provide for more responsive programs, more opportunities for community involvement which lead to student well-being and academic achievement.	Track and advocate for alternatives to the PA116 of 1973 licensing rules governing all child care centers. Advocate that additional licensing consultant staff be added to Family Independence Agency (FIA) Child Day Care Licensing division in order to process and approve licensing applications in a timely fashion.	Law was changed to incorporate those programs that have been licensed with no substantial violations to apply for a waiver from the child day care licensing requirement. As of January 2004, 211 waivers have been granted by FIA.	FIA staff review and approve the waiver requests of existing school age childcare programs. MDE staff have met with Child Day Care Licensing leadership to encourage more timely attention to urban schools that are eligible for an evening meal program if the facility is licensed.

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Recommendation	NCLB/	Impact	Possible Actions	Status	Staff/Budget Requirements
	Education Yes!		F80 33700 50704		
9. Develop and disseminate model standards for programs offered during out-of-school time.	High quality out- of-school time programs have the greatest positive impact on student achievement, thus impacting a school's adequate yearly progress.	Potential for significant impact on the quality of the programs being offered during out-of-school time, particularly if the standards are integrated into a plan for continuous improvement.	Convene group of individuals who have expertise in the area of out-of-school time programming. Task group reviews research, develops standards base upon that research. SBE reviews draft and approves the dissemination of the draft for public comment. Standards are revised, incorporating the suggestions of those who commented. SBE approves final draft. Standards are disseminated through posting on the website, notification to all superintendents and the 4C	Out-of-school time standards were adopted by the SBE in April 2003 and are posted on the MDE website. MDE staff responsible for the management of the 21st Century Community Learning Centers will be integrating the OST standards into the monitoring	Internal staff orientation to the standards would strengthen the knowledge of consultant staff who have direct contact with schools as they attempt to build meaningful, quality out-of-school time programs. Time is needed to provide orientation to interested staff, particularly those in Field Services and School Support as well as other human services agencies.
10. Identify and determine mechanisms to disseminate and provide links to and models for interagency-school collaboration, (i.e., mentoring, full day and full service schools, service learning), including developing a variety of tools using multiple media opportunities to support communities and schools gaining knowledge (i.e., CD-ROM, web site, video for use in cable access, etc.).	High quality out- of-school programs have the greatest positive impact on student achievement, thus impacting a school's AYP. Impact is more prevalent in models where there is significant support/interaction between schools and communities all day.	Potential for significant impact on the quality of the programs being offered during out-of-school time. Increase in the number and the quality of formalized models of community/school collaboration with outcomes similar to those identified in the research.	Identify MDE leadership to reconvene the subcommittee of the task force that forwarded this recommendation with the purpose of developing lists of resources for dissemination. Combine with recommendation 11. The Comprehensive School Reform (CSR) funds have the ability to encourage partnerships that impact school improvement and school functioning.	protocol. Held up as state funding is impacted by the economy. Possibility of a second consultant being added to the 21st CCLC staff in fall of 2003 may eventually integrate these tasks into that person's duties. CSR consultant to communicate during renewal and competing periods.	Requires significant designated staff time to convene the subcommittee, collect resources, develop a dissemination plan, identify financial resources for the work. Staff must be identified to continually update links and web site information based upon regular, ongoing communication with individuals in local communities who are doing this work.

Recommendation	NCLB/ Education Yes!	Impact	Possible Actions	Status	Staff/Budget Requirements
11. Develop a process for providing technical assistance in developing, improving, and sustaining interagency-school collaboration by establishing a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area.	High quality out-of-school time programs have the greatest positive impact on student achievement, thus impacting a school's adequate yearly progress.	Potential for significant impact on the quality of the programs being offered during out-of-school time.	Identify MDE leadership to reconvene the subcommittee of the task force that forwarded this recommendation with the purpose of identifying exemplary programs. Combine with recommendation 10. Provide community forums that	On hold given state funding budget crisis. Possibility of a second consultant being added to the 21 st CCLC staff in spring of 2004 may eventually integrate these tasks into that person's duties. Forums for NCLB	Requires significant designated staff time to convene the subcommittee, collect resources, develop a dissemination plan, identify financial resources to support the network of exemplary programs and the training and technical assistance that they might provide. In order to maximize resources,
12. Work with state level interagency partners to develop training for community and school partners to promote mutual understanding of issues and concerns.	State leadership across systems has the ability to create a synergy in local communities and schools, building strong partnerships that impact children and their families.	Demystifying important items such as the MEAP, North Central Association accreditation, Education Yes! for non-school personnel, as well as providing information about the roles and functions of MPCBs would assist in breaking down barriers between schools and communities.	Provide community forums that discuss NCLB and Education Yes! Putting it Together for Michigan's Families (PIT) Crew, along with the Technical Assistance team to the PIT Crew (TAG), identifies issues and concerns, then designs training to address broader understanding of "educationese." Cross agency training supported by the human services directors.	and Education Yes! held in 2002/03. With the new administration, PIT Crew put on hold. TAG has focused on raising awareness with regard to family centered practice. The human services directors (MDE, FIA, DCH, DLEG) meet bi-monthly. Michigan selected to participate in several interagency policy academies sponsored by NGA.	further forums by the SPI and MDE leadership would need to be integrated into other speaking opportunities. Staff time and opportunities to meet across systems would need to be identified and supported. Training materials for a consistent message would need to be developed.

Michigan State Board of Education Task Force Recommendation Overview and Status

Integrating Communities and Schools

Recommendation	NCLB/	Impact Poss	Possible Actions	Status	Staff/Budget Requirements
	Education Yes!				
13. The State Board encourages school districts to create a local plan for promoting and sustaining	Links to the concepts promoted in PA	Integration of community / school collaboration into a local plan would require the	School improvement plan template is expanded to include community/school collaboration		Start time to determine framework, identify opportunities to share and
community/school collaboration.	25 and required school improvement,	district to regularly attend to practices and procedures that will encourage greater	concepts. Training and guidance is provided in how to integrate concepts into the local	NCLB and Education Yes! has taken precedence	encourage use of the framework, then disseminate.
	as well as NCLB and	awareness in both the school community and the broader	improvement plan.	over the development,	A contract employee is handling all new requirements related to
	Education Yes! requirements	community.	Updated School Safety/Homeland Security Plans require school-	introduction and encouragement of	federal homeland security. The School Health Unit has added
	for improvement.		community collaboration.	use of this strategy. Each school building	all school safety duties to their responsibilities.
	¥			can apply for federal dollars through State	
				Police to update their School Safety Plan	
				and include homeland security.	





MICHIGAN STATE BOARD OF EDUCA ION

POLICIES ON INTEGRATING COMMUNITIES AND SCHOOLS

The State Board of Education will provide leadership and work collaboratively with educational institutions, agencies, and other groups, organizations, or partners to integrate communities and schools through policy action.

Accordingly, the policies of the State Board of Education are as follows

State Board of Education

The State Board encourages local collaboration by enacting, through its grants and contract requirements, proof of active collaboration in related school actions.

The State Board encourages school districts to create a local plan for promoting and sustaining community/school collaboration.

The State Board encourages school districts to get actively involved in their local multi-purpose collaborative body (MPCB).

The State Board will seek legislation where necessary, and create policy where necessary that allows school districts greater flexibility in the use of existing financial resources to meet identified community needs.

The State Board will advocate for rules, regulations and legislation that enable provision of quality services taking place in school facilities before and after the school day.

The State Board will advocate for additional state funding for community school programs to supplement the 21st Century Community Learning Centers program.

The State Board will advocate for continued use of funds from other state agencies to support school and community integration, and encourage the provision of funding to support community driven initiatives.









Superintendent of Public Instruction/Michigan Department of Education

The State Board directs the Superintendent of Public Instruction to continue to produce a yearly document outlining all existing financial sources of funding (with eligibility criteria) that can be used for interagency collaborative projects and to disseminate the document to local and intermediate school district superintendents, multi-purpose collaborative bodies, and interested community groups.

The State Board directs the Superintendent to work with state level interagency partners to develop training for community and school partners to promote mutual understanding of issues and concerns.

The State Board directs the Superintendent of Public Instruction to develop a guide for local districts that outlines how to promote community integration, how to identify assets and build an awareness of need, how to identify and be involved with various stakeholders, how to involve and be involved with business, how to build staff awareness and buy-in, how to identify and involve various community groups, and how to market in the community.

The State Board directs the Superintendent to develop a process for providing technical assistance in developing, improving, and sustaining interagency-school collaboration by establishing a network of regional exemplary programs as part of funding grants and/or establishing programs in order to leverage field expertise for the operational support of other like-programs in that area.

The State Board directs the Superintendent to identify, determine mechanisms to disseminate and provide links to and models for interagency-school collaboration, (i.e., mentoring, full day and full service schools, service learning), including developing a variety of tools using multiple media opportunities to support communities and schools gaining knowledge (i.e., CD-ROM, web site, video for use in cable access, etc.).

The State Board directs the Superintendent to develop and disseminate model standards for programs offered during out-of-school time.

Adopted August 8, 2002

